

Englewood Public School District
Social Studies
Grade 4
Third Marking Period

Unit 3 - New Jersey Booms: Industry, Agriculture, Transportation, and Innovation

Overview: Students in the fourth grade social studies program engage in a study of New Jersey history and culture. In the process, students continue the journey of learning the social studies themes of history, economics, geography and civics by learning about the state in which they live. In unit 3, students focus on learning the social studies themes of modern industrialization, agriculture, transportation, and innovation.

Time Frame: 35 to 40 Days

Enduring Understandings:

The resources, innovation, and location of New Jersey have impacted the local and national economy.

Transportation is ever changing as people seek faster and safer movement.

Industry in New Jersey is a major way of life.

Agriculture is an important New Jersey industry.

Essential Questions:

How did the Industrial Revolution change the economic and everyday life of New Jerseyans?

How did transportation change New Jersey?

What are the important industries of New Jersey?

Why is New Jersey described as a fruit bowl?

Standards	Topics and Objectives	Activities	Resources	Assessments
6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity	Topics	As an introduction to Unit 3, students will watch a brief video titled "Invention: Thomas Edison's labs in West Orange" (New Jersey History Kids), following the video, students will create a whole class KWL chart, listing the things they know about New Jersey industry, transportation, and	<u>Literature:</u> <i>You, New Jersey, And The World, Teachers Package</i> , Afton Publishing Co., Inc. Copyright 2004 (Teacher manuals and text books)	Formative Assessments: Students will be evaluated on teacher created quizzes. Students' progress will be ascertained via oral and written class work. Students will receive a grade for participation in
	Industrialization			
	Agriculture			
	Innovation			
	Transportation			

<p>and choice influence decisions made by individuals, communities, and nations.</p>	<p>Objectives</p>	<p>inventions. (CRP2, NJSLSA.W4)</p>	<p>Web-based Resources:</p>	<p>classroom discussions and activities.</p>
<p>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</p>	<p>Students will be able to apply the following skills and strategies:</p> <p>Identify how New Jersey's location led to transportation growth.</p> <p>Compare and contrast colonial road and travel and today's roads and travel.</p>	<p>Following the teacher presentation of lesson 8 "Transportation" in <i>You, New Jersey, And The World</i>, students will conduct a whole class discussion about transportation by answering the questions on page 152 of the student text. (CRP4, SL.4.4)</p>	<p>NJ History Kids http://www.state.nj.us/state/historykids/NJHistoryKids.htm</p> <p>"Farming: Howell Living History Farm" http://www.state.nj.us/state/historykids/NJHistoryKids.htm</p>	<p>Benchmark Assessments:</p> <p>Exact Path</p> <p>Summative Assessments:</p> <p>Students will be evaluated on their understanding of modes of transportation during the Colonial Period in relationship to today.</p>
<p>6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.</p>	<p>Analyze how the invention of the stagecoach impacted New Jersey.</p> <p>Analyze how tolls and turnpikes affected New Jersey.</p>	<p>Students will work in pairs to illustrate comparisons of colonial roads, ferries, and bridges with roads, ferries, and bridges of the present. (CRP8)</p>	<p>The State of New Jersey: Lesson Plans: https://www.pixton.com/schools/teacher-resources/lesson-plans/the-state-of-new-jersey</p>	<p>Students will be evaluated on their list of interview questions of a commuter.</p> <p>Students understanding of changes over time will be evaluated via the students discussion of changes in farming practices.</p>
<p>6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p>	<p>Investigate the role of canals in New Jersey's transportation history.</p> <p>Discuss how the invention of trains led to an increase in population, industry, and tourism in New Jersey.</p>	<p>Students will break into three collaborative groups to plan an imaginary trip to urban, suburban, or rural areas of the past and write a three-paragraph essay describing what transportation looks like, how people dress and act, and what types of jobs people have. (CRP12, NJSLSA.W4)</p>	<p>NJ Fresh: Statistics and Infographics: https://findjerseyfresh.com/facts/statistics/</p> <p>NJ Railroads Lesson plans: New Jersey Railroads: Yesterday and Today</p>	<p>Instructors will confer with students to investigate their knowledge (anecdotal records & observation).</p> <p>Students understanding of concepts and application of content will be partially evaluated via cooperative learning activities.</p>
<p>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and intentions in many cultures during different historical periods.</p>	<p>Investigate the use of ports in New Jersey.</p> <p>Recognize the important role of bridges and tunnels in the growth of New Jersey's transportation and</p>	<p>Students will create a list of 6 to 8 interview questions to ask either a railroad or ferry commuter. Questions should focus on why they chose a particular form of transportation and the benefits of commuting. (9.2.4.A.4)</p>	<p>NJ History Kids: Lessons, games: https://www.state.nj.us/state/historykids/teacherGuide.htm</p>	<p>Alternative Assessments:</p> <p>Performance based evaluation using rubrics</p>

(Recognize the impact of the Industrial Revolution.)

6.1.8.C.4.b
Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.

industry.

Identify and describe various kinds of industries in New Jersey.

Investigate how railroads and canals sped industrial growth.

Discuss the importance the role women had in the growth of industry.

Describe inventions of Thomas Edison.

Investigate the importance of industry in New Jersey today.

Understand that New Jersey location is a key to its success.

Students will gain a better understanding of mass transit by taking a round-trip train ride and writing a short one-paragraph journal entry describing their experience. **(NJSLSA.W4)**

Following the teacher presentation of lesson 9 “Industry” in *You, New Jersey, And The World*, students will conduct a whole class discussion about the different industries in New Jersey by answering the questions on page 170 of the student text. **(SL.4.4)**

Students will gather data about the types of industries their families work in and create a whole-class chart displaying this information. **(CRP 7)**

Students will work collaboratively to create a bulletin board with pictures and descriptions of the types of industry in New Jersey. **(CRP12)**

Following the teacher presentation of lesson 10 “Agriculture” in *You, New Jersey, And The World*, students will conduct a whole class discussion about the different

New Jersey for Teachers: Mr Donn: <https://50states.mrdonn.org/newjersey.html>

(<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Scavenger Hunt: Create questions based on a topic or a chapter.

Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.

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types of agriculture in New Jersey by answering the questions on page 188 of the student text. (NJSLSA.R7)

Students will compare and contrast farming practices from early New Jersey history to current farming practices to learn about the impact humans have had on the New Jersey environment by watching the video; “Farming: Howell Living History Farm”

Enrichment Activities:

Students will work collaboratively to build bridges out of toothpicks, popsicle sticks, and recycling bin materials. (CRP12)

Students will work in small collaborative groups to create an invention, draw a model of it, create a digital presentation explaining the invention, and share inventions with entire class. (CRP12, CRP6)

Key Vocabulary

Nursery, Crops, Cultivates, Rural, Agriculture, Industry, Embroidery, Manufacturing, Tourism, Harbor, Port, Tunnel, Turnpike, Highway, Parkway, Bridge

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA –

https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Speak and display terminology ● Teacher modeling ● Peer modeling ● Provide ELL students with multiple literacy strategies. ● Word walls ● Use peer readers ● Give page numbers to help the students find answers ● Provide a computer for written work ● Provide two sets of textbooks, one for home and one for school ● Provide visual aids ● Provide additional time to complete a task ● Use graphic organizers 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples ● Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques- auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. Oral prompts can be given. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Problem-based learning ● Student Driven Instruction ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities. ● William and Mary Social Studies curriculum ● for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum

		<p>and knowledge of their community.</p> <ul style="list-style-type: none"> ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	
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Interdisciplinary Connections:

Career Ready Practices:

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12: Work productively in teams while using cultural global competence.

Integration of 21st Century Standards NJSL 9:

9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Integration of Technology Standards NJSL 8:

8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Interdisciplinary Connections: ELA-NJSLS/ELA:

Anchor Standards:

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. provided.

NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade 4:

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace